

## **HIST493.38 HISTORY OF MEDICINE AND HEALTH CARE / SELECTED TOPICS IN THE HISTORY OF MEDICINE**

Prof. F.W. Stahnisch  
Fall Term 2016

Monday 12:30-13:20 & Thursday 17:30-19:20 (outside med. exam periods; Mon, CCT & Thur, G500  
(small-group sessions during med. exam periods: TRW-3, Nightingale Rm.)

*HSC – Health Sciences Centre / CCT – Clara Christie Theatre / G500 is opposite CCT – occasionally overflow theatres are used*

### **CONTACT INFORMATION**

**Office hours:** Monday 14:00-15:00 in Room 3E41, TRW Bldg., Dept. of Community Health Sciences,  
3280 Hospital Drive N.W. (or exceptionally by email appointment)

**Telephone:** 403-210-6290 (Prof. F.W. Stahnisch) / 403-210-9640 (Administrative Course  
Coordinator: Beth Cusitar)

**E-mail:** [fwstahni@ucalgary.ca](mailto:fwstahni@ucalgary.ca) / [bcusitar@ucalgary.ca](mailto:bcusitar@ucalgary.ca)

**Web:** <https://hom.ucalgary.ca>

### **WEB-BASED MATERIALS (Access during term time)**

This course makes use of Desire2Learn (D2L) and the History of Medicine and Health Care program website: (<https://hom.ucalgary.ca>). Students will find the following materials on D2L: (<http://d2l.ucalgary.ca>).

- the course description
- instructions for “assignments”/HOM “presentations”/HMD “presentations or posters”
- some selected PowerPoint presentations of the lectures and workshops
- discussion handouts for the Thursday workshops
- library resource materials and Internet links
- bibliography of additional readings for the individual sessions of the course

### **ABOUT THIS COURSE**

This course is a survey of the history of medicine and health care, particularly in Western societies (Europe and North America), from antiquity to the present. Its general organization focuses on major topics rather than being chronologically based. The aims are:

- ◆ to sketch in thematic blocks main subject lines pertinent to the evolution and status of modern medicine and health care in its cultural contexts;
- ◆ to examine the ways in which the body, health and disease were conceptualized in the past, and to situate the major shifts in medical knowledge and healing practice in the context of broader historical changes in Western societies;
- ◆ to examine the changing role of “the healer” and the “patient” over time and in differing cultural and social contexts;
- ◆ to track the evolution of some of the major institutional and societal frameworks of medicine and health care – embodied in areas of medical education, life science research, hospital design, and health care provision;
- ◆ to analyze the ways in which human societies and their healers interacted in the face of medical challenges, both in differing times and parallel cultural evolutions.

The course is basically divided into three parts:

- **The First Part** (Sept. to Nov. 2016) follows a lecture-based format, augmented by individual classes given by external faculty introducing topics of their scholarly expertise and in-depth interest. The Thursday workshops allow for more interactive discussion of respective themes and source material in a cooperative “Oslerian” atmosphere. After an introduction to some major themes, objectives, and sources of the history of medicine, it presents various pre-Modern areas of medicine by discussing topics from Ancient Medicine, such as the “Hippocratic Oath,” Renaissance Medicine and Science, or the History of Anatomy since the Time of the Greeks. It then moves on to exemplify a number of important topics from modern medicine in their genealogy: the revolution in scientific and laboratory medicine, medical education and specialization, the rise of pathology and genetic medicine, elderly patients, and the development of biomedical ethics. Three sessions are further devoted to historical and contemporary issues of Complementary & Alternative Medicine (CAM) to discuss this “parallel system,” present since the Medieval Ages, and its opposition to laboratory-based medicine. Further important modern influences are scrutinized, such as the “Flexner Report” and the history of the Canadian Health Care System, as well as the development of Aboriginal and Western Medicine in Canada.
  
- **The Second Part** (Nov. 2016 to Feb. 2017) is essentially student-run and starts with two classes on “Heroes, Rogues, and Charlatans,” in which the students present their own small group interactions with source material and medical writings featuring, for example, “great doctors,” “founders,” “cutting-edge technologies,” “social and scientific break-throughs,” as well as “medical malefactors,” “charlatans,” “outsiders,” or “economic crooks,” thus, questioning traditional positivistic or Whiggish trends in the historiography of medicine and science. At the beginning of January (which is essentially the first part of the consecutive course HTST493.39), the first student presentations will start in class and continue until the last week of February, when the “Selected Topics in the History of Medicine” will end with a featured lecture on the “History of I.V. Injection” paired with practical exercises for the medical and health care students.
  
- **The Third Part** (March, 2017) is a short but very intensive component of the course. In preparatory workshops, students will have the chance to again rehearse and discuss their preparation of talks, posters, and PowerPoint presentations etc. for the forthcoming History of Medicine Days (HMD) in Calgary. All class members are requested to take part in this student-run conference, an intellectually intriguing, academically rich, and superb social event bringing together undergraduate medical and other students from interdisciplinary fields from all over Canada during March 17 and 18, 2017. All proposals for panel presentations (10-12 min.) and posters (3-5 min.) related to “Medicine and its Cultural Context” are eligible for selection into the program. This part ends with the submission of a research-based course paper (“annotated bibliography”) for students from the History Department, the O’Brien Centre for the Health Sciences, and all other students who take HTST493.38 as a full credit course.

## COURSE REQUIREMENTS

Students are requested to:

1. Purchase the textbooks (Med. Bookstore:  
<http://www.calgarybookstore.ca/medical.asp>)
  - *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Never & V. Nutton (Cambridge: Cambridge University Press, 1995)
  - *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004)
  - *Medicine, Life and Function: Experimental Strategies and Medical Modernity at the Intersection of Pathology and Physiology*, by Frank W. Stahnisch (Bochum, Freiburg: Projektverlag, 2012)
  - The required readings are extremely important; students will be asked questions about them during the course and in the small-group sessions.
  
2. And are required to complete the following assignments:
  - **Oral presentation** (15 min. individual presentation)  
“Heroes, Rogues, and Charlatans”: **25%**  
- on **Thurs. Dec. 1, 2016**, or **Mon. Dec. 5, 2016**
  - An **annotated bibliography** of their research topic (7 pp. 1,5-spaced: 4 pp. selected bibliographical references and 3 pp. detailed critical assessment of the lit.)  
- due on Thurs. **Dec. 8, 2016** before 4:00 p.m. This annotated bibliography must be received on or before the due date, either in class or in the Department of Community Health Science’s main office (TRW Building, Third Floor, Room 3D25-4): **45%**
  - plus **active participation** in the course & **adequate answers** to questions: **30%**

Suggestions for possible **research topics** and instructions for presentations can be obtained during the Preparatory Interviews or by making an office appointment. In addition, bibliographical material will be posted on the website of the History of Medicine and Health Care Program.

It is imperative that all students pre-read for small-group discussion in class. Text assignments are given to the students who attend the small-group reading sessions – beginning **Oct. 20, 2016** (TRW, Nightingale Room).

The University of Calgary values **Academic Integrity**. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see <http://www.ucalgary.com/pubs/calendar/current/academic-regs.html> for more information).

**Course Timetable:** This schedule might be altered to take into consideration instructors’ time constraints and unforeseen situations. The students will be notified ahead of time through Prof. Stahnisch’s office.

## **COURSE CALENDAR**

### **Mon, 12 Sept: Thematic Course Introduction**

#### **Thurs, 15 Sept: How to Choose, Refine, and Present your Topic**

Milton Lewis, "History and medicine: the humanities in medicine", in *Medicine and the humanities* (Sydney: Centre for Values, Ethics and the Law in Medicine, 1997), pp. 56-64; Jane McNaughton, "The Humanities in Medical Education: Context, Outcomes and Structures", *Journal of Medical Ethics: Medical Humanities* 26 (2000), pp. 23-30; Robert Gordon, "A book collector's perspective", in *A short history of neurology: the British contribution, 1660-1910*, ed. F. C. Rose (Oxford: Butterworth-Heinemann, 1999), pp. 237-274.

### **Mon, 19 Sept: Ancient Medicine I**

Vivian Nutton, "Medicine in the Greek World, 800-50 BC", in *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 11-38; Vivian Nutton, "Roman Medicine, 250 BC to 200 AD", *ibid.*, pp. 39-70.

### **Thur, 22 Sept: Ancient Medicine II**

Heinrich von Staden, "'In a pure and holy way': Personal and professional conduct in the Hippocratic Oath?", *Journal of the History of Medicine and Allied Sciences* 51 (1996), pp. 404-437; Paul Weindling, "The origins of informed consent: The International Scientific Commission of Medical War Crimes, and the Nuremberg Code", *Bulletin of the History of Medicine* 75 (2001), pp. 37-71.

### **Mon, 26 Sept: Renaissance Medical Science: William Harvey**

George Kimball, "William Harvey and His Methods", *Studies in the Renaissance* 10 (1963), pp. 192-210; Stanley G. Schultz, "William Harvey and the Circulation of the Blood: The Birth of a Scientific Revolution and Modern Physiology", *News in Physiological Science* 17 (2002), pp. 175-180.

### **Thur, 29 Sept: Interview Day and Topic Assignment (Office Hours)**

Students can bring material related to their research interests. Topic lists are also handed out.

### **Mon, 3 Oct: Renaissance Physicians**

Peregrine Horden, "The Earliest Hospitals in Byzantium, Western Europe, and Islam", *Journal of Interdisciplinary History* 35 (2005), pp. 361-389; Nancy Siraisi, "Physicians and history in Renaissance culture", *Renaissance Quarterly* 53 (2000), pp. 1-30.

### **Thurs, 6 Oct: History of Paediatrics since the Early Modern Period**

George Weisz: "Early Debates and The Bremen Guidelines", in *Divide and Conquer. A Comparative History of Medical Specialization* (Oxford: Oxford University Press, 2005), pp. 107-124; D. Baillargeon, "Quebec's physicians, infant mortality and nationalist politics, 1910-1940", *Canadian Bulletin of Medical History* 19 (2002), pp. 113-137; Andrew Wear, "Medicine in Early Modern Europe, 1500-1700" in *The Western Medical Tradition 800 BC to 1800 AD* (Cambridge: Cambridge University Press, 1995), part I: pp. 215-273.

### **Mon, 10 Oct: No Class (Thanksgiving Day)!**

### **Thur, 13 Oct: History of Anatomy & Medical Museums**

Roger French, "The Anatomical Tradition", in *Companion Encyclopaedia of the History of Medicine*, eds. W. F. Bynum & R. S. Porter (London, New York: Routledge, 1996), pp. 81-101;

Ken Arnold, "Time heals: making history in medical museums", in *Making history in museums*, ed. G. Kavanagh (Leister: Leister University Press, 1996), pp. 15-29.

**Mon, 17 Oct: Medicine & Science**

Russel C. Maulitz, "Pathology in the Middle", in *Morbid Appearances. The Anatomy of Pathology in the Early Nineteenth Century* (Cambridge: Cambridge University Press, 1987), pp. 60-82; John E. Lesch, "The Paris Academy of Medicine and Experimental Science, 1820-1848", in *The Investigative Enterprise. Experimental Physiology in Nineteenth-Century Medicine*, eds. W. Coleman & F. L. Holmes (Berkeley, Los Angeles, London: The University of California Press, 1988), pp. 100-138.

**Thur, 20 Oct: From Galen to "Galenism": Medicine in Late Antiquity, Islam, and the Early Medieval West (1<sup>st</sup> Small Group Session)**

Heinrich von Staden, "Anatomy as rhetoric: Galen on dissection and persuasion", *Journal of the History of Medicine and Allied Sciences* 50 (1995), pp. 47-66; Vivian Nutton, "Medicine in Late Antiquity and the Early Middle Ages", in *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 71-87; Lawrence I. Conrad, "The Arab-Islamic Medical Tradition", *ibid.*, pp. 93-138.

**Mon, 24 Oct: Pathology and Clinical Medicine – The Birth of the Clinic**

L.S. Jacyna, "The Localization of Disease", in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930*, ed. D. Brunton (Manchester: Manchester University Press, 2004), pp. 1-30; Hilary Marland, "The Changing Role of the Hospital, 1800-1900", *ibid.*, pp. 31-60.

**Thur, 27 Oct: History of Contemporary Pathology**

E. M. Tansey, "The Physiological Tradition", in *Companion Encyclopaedia of the History of Medicine*, eds. W. F. Bynum & R. S. Porter (London, New York: Routledge, 1996), pp. 120-152; Cay-Ruediger Pruell, "Traditions of Pathology in Western Europe. Theories, Institutions and their Cultural Setting: An Introduction", in *Traditions of Pathology in Western Europe*, ed. C.R. Pruell (Herbolzheim: Centaurus, 2002), pp. 9-18.

**Mon, 31 Oct: History of Complementary Medicine I**

Renate Wittern, "The origins of homoeopathy in Germany", *Clio Medica* 22 (1991), pp. 51-63; Robert Juette, "The history of non-conventional medicine in Germany: a concise overview", *Medical History* 43 (1999), pp. 342-358.

**Thur, 3 Nov: History of Complementary Medicine II**

Martin Dinges, "The Role of Medical Societies in the Professionalisation of Homeopathic Physicians in Germany and the USA", in: *Culture, Knowledge and Healing: Historical Perspectives of Homeopathic Medicine in Europe and North America*, eds. G. B. Risse, R. Juette, and J. Woodward (Sheffield: European Association for the History of Medicine and Health Publications, 1998), pp. 173-198; F. W. Stahnisch & M. J. Verhoef, "The Flexner Report of 1910 and its Impact on Complementary and Alternative Medicine and Psychiatry in North America in the 20<sup>th</sup> Century", *Evidence-Based Complementary and Alternative Medicine* 10 (2012), pp. 1-10.

**Mon, 7 Nov: History of Social Medicine, Epidemiology and Public Health**

Deborah Brunton, "Dealing with Disease in Populations: Public Health, 1830-1880," in *Medicine Transformed. Health, Disease and Society in Europe 1800-1930* (Manchester: Manchester University Press, 2004), pp. 180-210; Paul Weindling, "From Germ Theory to Social Medicine: Public Health, 1880-1930," *ibid.*, pp. 239-265.

**Thurs, 10 Nov-Sat., 12 Nov: No Class (Reading Days)!**

**Mon, 14 Nov: Aging, Specialization, and Canadian Geriatrics**

David Hogan, "History of Geriatrics in Canada", *Canadian Bulletin of Medical History* 24 (2007), pp. 131-150; George Weisz, "From divisions of medicine to specialities", in *Divide and Conquer. A Comparative History of Medical Specialization* (Oxford: Oxford University Press, 2005), pp. 191-209.

**Thur, 17 Nov: History of the Physician-Nurse Relationship**

Jennifer McPhail and Jennifer Zymantas, "Working in Northern Canada as a Nurse: The Life of Vera Roberts", in: *Proceedings of the 2008 History of Medicine Days Conference*, eds. M. Stapleton, J. Lewis and F.W. Stahnisch, Calgary, Faculty of Medicine, 2009, pp. 361-368; Geertje Boschma, "A Family Point of View: Negotiating Asylum Care in Alberta, 1905-1930", *Canadian Bulletin of Medical History* 25 (2008), pp. 367-389.

**Mon, 21 Nov: Coercive Human Subject Experimentation in Extreme Political Contexts**

Ruth R. Faden, Susan E. Lederer, Jonathan D. Moreno, "Us Medical Researchers, the Nuremberg Doctors Trial, and the Nuremberg Code. A Review of Findings of the Advisory Committee on Human Radiation Experiments," in *Journal of the American Medical Association* 276 (1996), pp. 2667-2671; Paul Weindling, "The Origins of Informed Consent: The International Scientific Commission on Medical War Crimes and the Nuremberg Code," in *Bulletin of the History of Medicine* 75 (2001), pp. 37-71.

**Thurs, 24 Nov: History and Development of Aboriginal and Western Medicine in Canada**

C. Graham-Cumming, "Health of the Original Canadians, 1867-1967", *Medical Services Journal of Canada* 23 (1967), pp. 115-166; Laurie Meijer-Dress, "Indian Hospitals and and Aboriginal Nurses: Canada and Alaska", *Canadian Bulletin of Medical History* 27 (2010), pp. 139-161.

**Mon, 28 Nov: Eugenics, Euthanasia, and the History of Biomedical Ethics**

Frank W. Stahnisch, "The Early Eugenics Movement and Emerging Professional Psychiatry: Conceptual Transfers and Personal Relationships between Germany and North America, 1880s to 1930s", in *Canadian Bulletin of Medical History* 31 (2014), pp. 17-40; Ivan Waddington, "The Development of Medical Ethics: A Sociological Analysis," in *Medical History* 19 (1975), pp. 36-51.

**Thur, 1 Dec: Heroes, Rogues, and Charlatans I**

D.M. Jackson, "Bach, Handel, and the Chevalier Taylor", *Medical History* 12 (1968), pp. 385-393; Stan Finger & David A. Gallo, "The power of a musical instrument: Franklin, the Mozarts, Mesmer, and the Glass Harmonica", in *History of Psychology* 3 (2000), pp. 326-343.

**Mon, 5 Dec: Heroes, Rogues, and Charlatans II**

Charles S. Bryan, "Aequanimitas Redux: William Osler on detached concern *versus* humanistic empathy", *Perspectives in Biology and Medicine* 49 (2006), pp. 384-392; Marc Dewey, Udo Schagen, Wolfgang U. Eckart & Eva Schoenenberger, "Ernst Ferdinand Sauerbruch and His Ambiguous Role in the Period of National Socialism", *Annals of Surgery* 244 (2006), pp. 315-321.

**Thur, 8 Dec Medieval Medicine (2<sup>nd</sup> Small Group Session)**

Vivian Nutton, "Medicine in Late Antiquity and the Early Middle Ages", in *The Western Medical Tradition 800 BC to 1800 AD*, eds. L. I. Conrad, M. Neve & V. Nutton (Cambridge: Cambridge University Press, 1995), pp. 71-87; Faith Wallis, "Inventing Diagnosis: Theophilus' De urinis in

the Classroom”, *Dynamis* 20 (2000), pp. 31-73; S.R. Ell, “Concepts of disease and the physician in the early Middle Ages”, *Janus* 65 (1978), pp. 153-165.

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**THE FALL TERM COURSE OFFICIALLY CONCLUDES WITH THE END OF THE  
FALL TERM LECTURES ON FRIDAY, 9 DECEMBER, 2016**

**Important Departmental, Faculty, and University Information**

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

**Departmental Twitter Handle @ucalgaryhist** - For departmental updates and notifications

**Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

**Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

**Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or

that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

**Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.



**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction:**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI Surveys.

**Student Accommodations:**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

**Other Useful Information:**

Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).  
Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

*Freedom of Information:* <http://www.ucalgary.ca/legalservices/foip/foip-hia>

*Emergency Evacuation Assembly Points:*

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk:* <http://www.ucalgary.ca/security/safewalk>

*Student Union Information:* <http://www.su.ucalgary.ca/>

*Graduate Student Association:* <http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:* <http://www.ucalgary.ca/provost/students/ombuds>

*Fall 2016*